DOCUMENT RESUME

ED 248 284 UD 023 767

TITLE Advance Planning Guide. Preparing for the 1984 Academy for Effective Schools.
INSTITUTION Chicago Board of Education, Ill.
PUB DATE Jun 84
NOTE 54p.; Pages 9, 13, and 14 may be marginally legible.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; Educational Objectives; *Educational Planning; Elementary Secondary Education; *Improvement Programs; *Needs Assessment; Program Evaluation; *Resource Materials; School Effectiveness; Student Evaluation; *Student Needs
IDENTIFIERS *Academy for Effective Schools IL; *Chicago Public Schools IL

ABSTRACT

This is an advance planning guide aimed at helping Chicago Public School principals carry out a school action plan, Academy for Effective Schools, in the 1984-85 school year. It suggest ways that schools can build on the school goals and practices established in previous plans. The terminology of the planning cycle is similar to that used in the Management Accountability Plan, progressing from planning and implementation to evaluation. The booklet provides the following: (1) a guide to conducting a school needs assessment; (2) sources of information about student achievement, attendance, and other school characteristics, and how these indicators can be used to make decisions about programs; (3) a description of supplementary resources available to aid in coordinating program planning; (4) sample action plans; (5) a checklist to get program implementation underway; and (6) suggestions for scheduling planning activities. (Author/KH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

UD023767

ED248284

AUG 15 1984

Chicago Public Schools

ADVANCE PLANNING GUIDE

Preparing for the 1984 Academy for Effective Schools

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T. Sharp
Chicago Bd. of Ed.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

June 1984

Ruth B. Love
General Superintendent of Schools

UD023767

Board of Education City of Chicago

George Muñoz, President
William M. Farrow, Vice-President

Mrs. Betty Bonow
Sol Brandzel
Clark Burrus
Mrs. Martha J. Jantho
Mrs. Rose Mary Janus
Wilfred Reid
Ms. Myrna E. Salazar
Mrs. Viola W. Thomas
Raul A. Villalobos

Chicago Public Schools

Ruth B. Love
General Superintendent of Schools

Orpen Bryan
Deputy Superintendent - Field Management

Irving M. Brauer
Department of Research and Evaluation

ED023767

CHICAGO PUBLIC SCHOOLS

ADVANCE PLANNING GUIDE

Preparing for the 1984 Academy for Effective Schools

Ruth B. Love

General Superintendent of Schools

June 1984

It is the policy of the Board of Education of the City of Chicago not to discriminate on the basis of race, color, national origin, or sex in educational programs or employment policies and practices.

TABLE OF CONTENTS

	Page
Introduction	5
Reviewing Local School Needs and Accomplishments	7
Description of Test Results	11
Sample of Classroom Roster by Grade	13
Using Indicators to Determine Programs	15
Elementary School	15
High School	16
Overview of Supplementary Funding Sources	19
Summary and Checklist of Supplementary Funding Sources	22
Sample Action Plans	23
Elementary School	23
High School	27
Getting Action Planning Underway	31
Suggested Timeline for School Planning	33

INTRODUCTION

The focus of this guide and the upcoming Academy for Effective Schools is on implementing the school action plan in the 1984-85 school year. In prior years, establishing school goals and deciding on the means to accomplish them received major emphasis. Now the guide suggests additional ways that schools can build on their experiences with the planning process. The terminology of the planning cycle is similar to that used in the Management Accountability Plan (MAP), progressing from planning and implementation to evaluation.

First steps in the planning process include reviewing local school needs and past accomplishments, gathering a broad spectrum of information about students, taking all resources into account, and deciding on goals and objectives for the coming year. The principal of a school is responsible for organizing the total available resources in a way that will maximize student learning and, at the same time, be consistent with systemwide goals. Resources include the teachers, supportive staff, instructional materials, and both mandated and supplemental programs. The school action plan to be developed will build upon available information about students; this information should include teacher input, achievement records, and other reports. In the school action plan, the key activities and events of the year are specified, and the basic instructional program of the school is coordinated with other mandated or special programs and services.

In order to help principals carry out the planning task, this booklet provides the following information:

- A guide to conducting a school needs assessment.
- Sources of information about student achievement, attendance, and other school characteristics, and how these indicators can be used to make decisions about programs.
- A description of supplementary resources available to aid in coordinating program planning.
- Sample action plans.
- A checklist to get program implementation underway.
- Suggestions for scheduling planning activities.

REVIEWING LOCAL SCHOOL NEEDS AND ACCOMPLISHMENTS

The initial step in preparing for the coming school year is a period of reviewing the accomplishments of the year drawing to a close. This opportunity to compare results with original expectations and goals is often referred to as a "needs assessment."

What is a needs assessment?

The needs assessment is a procedure for carefully identifying school strengths, problem areas, and their possible causes. The needs assessment serves several purposes. It can identify the level of current student achievement, either individually or by grade level, by subject, or some by other grouping. It can indicate the variety and proficiency of teaching skills and reveal areas needing improvement. It can identify community factors affecting student achievement and can provide a vehicle for gathering ideas from parents and community members on educational needs. Finally, it can provide information for making decisions about the allocation of resources, the areas of greatest need, and the kinds of programs needed.

How is the needs assessment conducted?

The process of conducting a needs assessment involves four steps:

- Reviewing the school's current educational goals and standards of achievement.
- Assessing current achievement levels.
- Identifying problems by comparing actual with desired achievement and locating possible causes of any disparities.
- Identifying the needs and deciding which are most important.

Who participates in the needs assessment?

These tasks are best performed by a committee that includes representatives of all groups in the school community that have an interest in improving the educational program. In addition to the school's administrators, teachers, and paraprofessionals, members should include parents of students and representatives of interested community groups or businesses. In high schools, students could be included.

The participation of local community people in all phases of planning is encouraged by the Board of Education and mandated by most funding agencies. There are sound reasons for this participation. First, it allows a wide range of attitudes, knowledge, and philosophies to be expressed. Second, it gives the school increased public support and assistance. Third, it helps parents understand their children's education better, and enables them to contribute to, and participate in, the school program.

Types of information needed

Before needs can be determined, it is necessary to gather general information about the local school, including expectations for student performance.

Objective data are facts and figures, gathered usually by examining test scores, demographic studies, professional research, school records, evaluation reports, and other sources. Information relating to the accomplishment of past School Action Plan objectives should also be included.

Subjective data include the comments, suggestions, and opinions expressed by parents, teachers, students, administrators, and community members, and the theories and ideas of scholars. They are usually gathered from questionnaires, surveys, interviews, meetings, or from various media. Tabulated subjective data can identify the most frequent comments and opinions and lead to useful generalizations about group opinions.

School expectations held by the pupils, parents, and community also form part of the background data required for an adequate assessment of school needs. These expectations will differ from one school to another, depending upon the knowledge, abilities, and values the people of the community believe are most important to their children.

Using the information

After a comprehensive picture of the school's present status has been developed, it should be compared to the educational expectations and objectives in place for the coming year. This comparison will probably reveal gaps between actual and desired performance (for example, grade equivalent scores below national norms, student attendance rates lower than last year). These gaps indicate the problem areas. Once the problems have been recognized, the planning process can move forward.

Identifying possible causes of a problem area is the next step. A shortfall in performance could result from any of several factors, i.e., learning disabilities of the students, inappropriate instructional materials or techniques, insufficient motivation for learning, or other reasons. Each would require a different type of program to solve the problem. The problem may be common to several schools, while the cause could be different for each. Thus solutions will often differ from school to school. This fact emphasizes the importance of a local needs assessment, conducted by and in the school community.

Printouts of citywide test statistics should be useful in identifying problems. When interpreting the results, the principal should consider all of the data given on each student.

Setting new objectives

After the data have been examined and any discrepancies noted between expected and actual results, the problem areas should be translated into statements of whatever is required to bring about improvement in the problem situation.

Following this procedure will result in a statement of needs for your school. These needs should be ranked in order of importance. Once the needs are stated and ranked, the school can decide upon its school objectives for the 84-85 school year. These new objectives should contain standards of achievement which are well developed and clearly stated.

DESCRIPTION OF TEST RESULTS

Iowa Tests of Basic Skills Results for Elementary Schools

As in the past, test statistics to be distributed this summer will be given on a student-by-student basis. Elementary school principals will receive a printout of the scores of individual students ranked by reading grade equivalents (G.E.). Students will be listed on the roster by their projected September 1984 grade. High school principals will receive their printouts after the fall Tests of Achievement and Proficiency are administered.

A sample printout appears on the following pages. In this example, the roster is organized by grade for the 1984-85 school year. It shows each student's age cycle and room number for the coming year, with overage students indicated by an asterisk (*). If the grade is unknown, the students will be listed at the end of the school printout.

The following information is provided for each student based on the Iowa Tests of Basic Skills administered in the spring of 1984:

- Special code--special education or bilingual code. This code refers to the student's status at the time the test was administered. The information was taken from the student's test form; therefore, if the special code was filled out incorrectly, it will be incorrect or blank on the printout (for example, code 43 on the roster stands for Speech/Language Impaired, code 55 for EMH Transition, and code 38 for Moderate Learning Disabled).
- Age cycle.
- Grade-equivalent scores for reading and mathematics from the 1984 testing.
- Stanines for reading and mathematics.
- Grade-equivalent scores for reading and mathematics from 1983. If the test was not taken in 1983, or if the I.D. could not be matched for both years, this column is left blank.
- Mastery learning instructional levels in reading and mathematics at the time the test was administered. For example, students who took the test in the spring as fifth graders usually will be shown at a fifth grade instructional level. If no level was stated at time of the test, the level will be blank.

The organization of this listing permits a principal or teacher to identify quickly the number of students and their names for any interval of scores. For example, if you want to know:

- the top 20 students entering sixth grade, go down the left hand column to student number 20 (Conrad, Joseph on the sample).
- students who are considerably behind in reading, look down the reading stanine column until you find the first stanine 3 (Keller, James). Seven students scored in stanine 3 or lower.
- students who are slightly behind in reading, look for stanine 4. There are three students in stanine 4.

- the number of students who are within half a year of the national norms in reading, look in the "G.E. SCORES-RDG." column. In this example, 5.8 is the national norm. A half year above or below the norm extends from G.E. 5.3 to 6.3. To find the number of students in this range, go down to 6.3 in the column "ITBS SPRING 83 G.E. SCORES--RDG." The first pupil listed with 6.3 is Keith, Willis, seventh on the list. Then look for G.E. 5.3. In the example, this is the score for Coleman, Jeffrey, the thirty-first student on the list. There are 25 students with reading scores from 5.3 up to and including 6.3.

Other information can be obtained by looking across the columns, for example, the progress of overage students and those students whose reading and mathematics scores differ considerably. If you want to know:

- how the overage students are doing, look for the asterisked ages in the "AGE DEC. 1/84" column. Check to find out how each of these students scored this year as compared to last year or where each student is in mastery learning by consulting the column headed "ITBS SPRING 83" or "1983-84 C.M.L. INSTRUCT. LEVEL."

- the students whose reading scores vary significantly from their mathematics scores, look at the columns marked "STANINE--RDG./MATH." If the stanines in these two columns differ by two or more, this difference serves as a flag for a possible problem. For example, student number 16 (Cummings, Earle) has a reading stanine of 5 (G.E. 6.2) but a mathematics score in stanine 3 (G.E. 4.6). You can also note that last year's reading and mathematics scores, G.E. 4.2 and 2.8, are somewhat consistent with this year's results.

This information might indicate that the student is not working up to his/her potential. Note the example of Powell, Marie in reading stanine 3 and mathematics stanine 6. No special code is reported and the student is not overage. Therefore, the difference in stanines may be a clue to other problems, possibly of a psychological or social nature.

A summary of the stanine scores for each grade follows the listing of individual student scores. Stanines are a type of standard score frequently used to focus attention on variations between scores which are large enough to make a difference. Stanine scores range between the numbers 1 and 9 and are interpreted as follows:

Stanines 1, 2, 3	Below average (below the 23rd percentile)
Stanine 4	Slightly below average (23-39th percentile)
Stanine 5	Average (40-59th percentile)
Stanine 6	Slightly above average (60-76th percentile)
Stanines 7, 8, 9	Above average (above the 76th percentile)

The printout lists the number of students in each grade for each stanine for both reading and mathematics. In the sample, three students had scores in stanine 3 for reading. Those three students are 7.5 percent of the total number (40) of reading scores reported. In mathematics there were 10 students, or 25 percent, with scores in stanine 5.

CHICAGO PUBLIC SCHOOLS
IOWA TESTS OF BASIC SKILLS - ROSTER BY GRADE
SEPTEMBER 1984

SCHOOL: SAMPLE UNIT NO: 9999

GRADE (SEPT. 84): 6 EXPECTED AGE: 11

	STUDENT NAME	I.D.	SPEC. CODE	AGE DEC.1/84	---ITBS SPRING 84--- G.E. SCORES RDG.	G.E. SCORES MATH	STANINE RDG.	STANINE MATH	ITBS SPRING 83 G.E. SCORES(*) RDG.	G.E. SCORES(*) MATH	1983-84 C.P.L. INSTRUCT. LEVEL RDG.	INSTRUCT. LEVEL MATH	ROOM SEPT.84
1.	HUGHES MICHAEL	61191123		11	7.6	8.1	7	9	7.0	7.7	5	5	114
2.	HALL TOM	15191853		11	7.5	7.3	7	7	6.5	6.5	5	5	114
3.	KENNEY JOHN F	73242129		11	7.2	6.5	7	6	5.6	4.5	4	5	204
4.	GREEN GRAHAM	68234053		11	6.8	5.8	6	5	4.4	4.5	4	4	114
5.	PETERSON PAUL	68191116		11	6.5	6.3	6	6	5.6	7.6	5	5	114
6.	COOKE ALICE	87191162		12*	6.4	5.8	6	5	3.6	4.2	4	4	113
7.	KEITH WILLIS	13191F67		11	6.3	7.2	6	7	4.4	5.8	4	4	112
8.	MCDONALD TASHA	02278212		11	6.3	5.9	6	5	-	-	5	5	204
9.	BOYCE WILLIAM	43234054		11	6.3	5.8	6	5	5.3	5.9	5	-	114
10.	VILLANUEVA MIGUEL	71191197		13*	6.2	7.3	5	7	4.9	7.3	5	5	114
11.	GRIFFITH ANDREW	21234993		11	6.2	6.8	5	6	-	-	4	4	112
12.	WALKER DIANA	47243903		11	6.2	6.7	5	6	6.6	6.0	5	5	114
13.	ROBINSON ELAINE	68191875		11	6.2	6.6	5	6	4.9	4.5	4	5	204
14.	GORDON VICKI	73191183		11	6.2	6.5	5	6	6.0	5.8	5	5	114
15.	PICKETT EUGENE	87191170		12*	6.2	5.3	5	4	2.6	3.6	4	4	112
16.	CUMMINGS EARLE	25192589		12*	6.2	4.6	5	3	4.2	2.8	4	4	112
17.	JACK VAUGHAN	71189295		11	6.1	7.1	5	7	5.6	4.5	4	5	204
18.	STEARNS THOMAS	73191116		11	6.1	6.3	5	6	5.8	6.8	5	5	114
19.	LAWRENCE DAVID	07191835		11	6.1	6.3	5	6	5.6	6.0	5	5	114
20.	CONRAD JOSEPH	7C191116		11	6.1	6.1	5	5	7.3	6.4	5	5	114
21.	ALLISON BECKY	53234791		11	6.1	5.9	5	5	5.7	5.6	5	5	114
22.	SIMMONS TERRY			11	6.1	5.9	5	5	-	-	4	4	205
23.	RICE WILLIAM	15191896		11	6.1	4.9	5	4	4.0	3.7	4	4	112
24.	LINDEN ADRIAN	73191132		11	6.0	6.7	5	6	6.0	6.2	5	5	114
25.	JACOBS ARTHUR	61244281	43	11	6.0	6.7	5	6	5.6	6.6	5	5	114
26.	SUMMERS DAVID	7C191173		11	6.0	6.6	5	6	6.1	5.8	5	5	114
27.	HARRIS BARBARA	69191113		11	6.0	5.8	5	5	4.7	5.3	5	5	114
28.	MCGRAW ALEXANDER	25191884		11	6.0	5.4	5	4	5.6	5.5	5	5	114
29.	TAYLOR LAURA E	07191894		11	5.8	6.5	5	6	2.4	4.0	4	4	112
30.	ATWATER TANYA	66226953		11	5.8	6.4	5	6	3.3	4.2	4	4	112
31.	COLEMAN JEFFREY	69191156		11	5.3	5.7	4	5	3.1	3.9	4	4	112
32.	EVANS ANA	19195337		11	5.1	4.9	4	4	4.2	5.0	5	5	114
33.	HOWARD GREGORY	30203523		11	4.6	6.7	4	6	3.7	6.0	5	5	114
34.	KELLER JAMES	17277497	55	13*	4.3	6.4	3	6	-	-	5	5	114
35.	POWELL MARIE	24239228		11	4.3	6.2	3	6	4.2	5.3	5	5	114
36.	PARKER PISTY	70191157	43	11	3.9	5.4	3	4	3.9	4.2	4	5	204
37.	FORD ALICE	64220391		12*	3.5	6.3	2	6	3.0	5.8	4	5	114
38.	BELAIR SYLVIA	95233561		11	3.1	5.6	2	5	2.7	2.8	4	4	112
39.	HEWITT MARTIN	88221111		11	3.1	5.4	2	4	3.1	5.0	4	5	114
40.	COOPERS RONALD	01209186	38	11	3.0	6.3	2	6	2.0	4.5	4	4	112

20

* OVERAGE

21

SUMMARY FOR GRADE 6 SCHOOL: SAMPLE UNIT NO: 9999

	STANINES									
	1	2	3	4	5	6	7	8	9	UNKNOWN
READING										
NUMBER OF STUDENTS	0	4	3	3	21	6	3	0	0	0
PERCENT OF STUDEN	.0%	10.0%	7.5%	7.5%	52.5%	15.0%	7.5%	.0%	.0%	.0%
MATHEMATICS										
NUMBER OF STUDENTS	0	0	1	6	10	18	4	0	1	0
PERCENT OF STUDENTS	.0%	.0%	2.5%	15.0%	25.0%	45.0%	10.0%	.0%	2.5%	.0%

22

23

Reviewing and understanding standardized test scores and other school indicators are important processes in conducting a formalized need assessment. The principal and staff, however, cannot end the process at this stage.

Once areas of critical needs are determined, programmatic decision making must take place. In light of the needs targeted, the principal and staff must determine if existing programs are effective in meeting the identified needs. In addition, the question must be asked whether a different program would be more applicable in meeting the needs.

Elementary Schools

Let's take the example of the ITBS reading results of a fifth grade class printed on the previous pages. By reviewing the test scores, it quickly becomes obvious that ten students scored in stanine 4 or below (G.E. 5.3 or below).

A further review indicates that there are three pupils in stanine 4 (G.E. 5.3 down to 4.6), three pupils in stanine 3 (G.E. 4.3 down to 3.9), and four pupils in stanine 2 (G.E. 3.5 to 3.0).

The principal may now proceed to the following five steps in arriving at a decision:

1. Identify areas of need.

Following discussions with teachers and parents on school goals and expectations for student learning and reviewing with them the most recent standardized test scores and other key indicators of achievement and school climate, the principal and staff may now scrutinize the scores more carefully to determine particular needs in the curriculum area of reading.

2. Select appropriate target groups.

The principal may identify the group to be those children achieving at the fourth stanine or below on a standardized reading test. A further decision could be made regarding specific target groups. In this example, the principal may identify two groups to serve. One group might be the seven lowest achievers (stanines 3 and 2) in reading who would be provided an intensive reading comprehension program. The second group, whose scores are in stanine 4 also need some supplementary work but of a different nature than the other group. After further diagnosis, a resource program designed to meet a specific reading skill deficiency and individualized for each student may be appropriate for the latter group.

3. Evaluate existing programs and determine whether they assist in reducing the identified need.

Once the target groups are identified and the program determined that would best fit their needs, the principal must now consider whether the present instructional program can reduce the need or if implementation of a new program appears justified.

4. Identify available resources and plan realistic programs designed to meet the area of critical need.

It is at this stage that the identification of resource availability, human as well as fiscal, should be reviewed. The question must be asked as to what type of program can be realistically implemented given the restraining factors or if a present program should be modified based on limited resource availability.

5. Implement the program (regular or supplemental).

A. Organize the program

- Assess current resources, maximizing existing programs and personnel.
- Identify staff.
- Identify participating students.
- Inform parents and community about program rationale and guidelines.
- Schedule periods for instruction.
- Secure needed materials.
- Inservice staff and explain program goals, objectives, selection, methodology, and review processes.

B. Coordinate the program

- Assign responsibility for coordinating and reviewing program.
- Prepare program guidelines and bulletins.
- Inform parents of their child's participation in the program.
- Designate classrooms.
- Distribute materials.
- Provide staff development in specific instructional strategies and methods.

C. Review day-to-day operation of the program

- Decide on the review procedures.
- Set up review schedule.
- Inform staff about procedures.
- Follow review procedures and modify program if necessary.

Program decisions should not be made based solely on one indicator. Additional indicators must be used to gather a comprehensive overview of critical needs. Examples might include the percentage of students who deviate from the standards stated in the citywide goals, stability, median test scores, report card grades, mastery learning reports, anecdotal records, attendance, number of discipline referrals, number of students with specific health problems, number of students in limited English speaking categories A or B, etc.

High Schools

High school principals may follow the same five steps listed previously to identify curricular areas or groups of students requiring special emphasis in the coming year, determine the programs that will best meet those needs, and implement the plans.

Standardized test scores are among the most important indicators of school needs. The annual assessment on the Tests of Achievement and Proficiency (TAP) shows student progress in reading, mathematics, written expression, using sources of information, social studies, and science. High schools have already received TAP individual and median percentiles for the past two years in the form of individual scores and school printouts. Schools also received a cluster analysis of subskills in major areas by grade and by subject. This analysis compared the percent items correct for each subskill area with the results of a national sample.

An important indicator of school progress, in addition to the standardized test results, is the range of student grades within subject areas. Computerized summary reports of the number of student failures by grade are regularly supplied to schools by the Department of Student Records. By reviewing the failure rate within each grade or

department, the principal can identify areas of weaknesses and strengths. Multiple failures, particularly by freshmen and sophomores, signal a need for immediate intervention.

Other indicators to be considered when planning high school programs include: the size of the student body, student attendance rate, percent of limited English speaking students, stability of the student body, percent of low-income students, the discipline and suspension record, dropout rate, etc.

Principals can use the TAP test printouts for upperclassmen and the ITBS scores of incoming freshmen to count the students at several levels of achievement and determine the number and level of classes needed to accommodate them.

The examples that follow contain some suggestions for using scores as a guide to developing programs for reading improvement.

1. The needs of students with scores below the 23rd percentile in reading.

These students have a serious problem which will probably affect several subject areas. Schools may differentiate instruction for these students by programming them into reading laboratories, providing tutoring by staff or student peers, increasing the number of instructional periods, etc. Printouts of scores will allow the principal to determine the need for programs of this type.

2. The needs of students scoring above the 76th percentile.

Student with scores this high can be expected to do more advanced work. Seminars, university extension courses, library research, discussion groups, independent studies, for example, exploration of scientific topics in laboratories, advanced computer experience, are all programmatic means to meet the needs of these students depending on their number and interests as well as the school goals and objectives.

3. The needs of mid-range students (23rd to 76th percentile.)

The typical educational program has usually been geared to these students. This range includes student performance in stanines four, five, and six. Program improvement efforts for students in stanine four may be directed toward raising the expectation level in individual classes, additional teacher training, recognition of improved grades, greater emphasis on homework and preparation for class, etc.

OVERVIEW OF SUPPLEMENTARY FUNDING SOURCES

Besides the regular per capita allotment, many schools receive funds to conduct programs for particular categories of students, including State Title I funds, Education Consolidation and Improvement Act (ECIA) Chapter 1 funds for disadvantaged students, ECIA Chapter 2 funds, and allotments for bilingual and special education students. Other resources include incentive grants to principals and teachers and Adopt-A-School.

Planning for the most effective use of supplemental funds so that program results contribute toward overall school goals is an important aspect of the work of local school planning teams. The needs of specific groups of students are part of the overall school needs assessment, and instructional plans for those groups should be incorporated into the overall action plan.

It is important for principals and planning committees to familiarize themselves with the guidelines governing expenditures for the programs in their schools. The following sections highlight some features and limitations of programs and indicate sources of planning assistance.

ECIA Chapter 1

The Department of Government Funded Programs allocates Chapter 1 funds to schools in proportion to the number of low-income children living in a school attendance area and educational needs of pupils in attendance. Once schools are notified of their allocation (in April this year), they have about a month to develop their own proposals for using Chapter 1 funds to serve low-achieving students. Guidelines for planning a program that best suits local needs are found in "A Principal's Guide to ECIA Chapter 1: The Development of a Local School Compensatory Education Program Design, Fiscal 1985."

ECIA Chapter 2

The varied programs funded by ECIA Chapter 2 are administered by the Department of Government Funded Programs and are described in narratives prepared by that department. One Chapter 2 component, the Incentive Program, distributes supplementary funds to schools on the basis of competitive proposals. Nearly a thousand awards were made to principals and teachers in the past year.

High School Renaissance

The High School Renaissance Program, which is supported by ECIA Chapter 1 and Chapter 2 funds, addresses certain immediate needs of schools through the Reading and Mathematics Learning Centers, Basic Academic Skills for Job Placement, and the In-School Suspension Learning Centers. In the 1984-85 school year, these programs will be expanded to additional high schools, and a new program, Degrees of Reading Power (DRP), will also be implemented. Principals should contact the High School Renaissance office directly for further information about these programs.

State Title I

Schools are allocated supplementary State Title I funds in the amount of the difference between their entitlement based on the number of students receiving

free and reduced cost lunches and their expenditures for the programs listed in the Plan for Improvement of Instruction for Disadvantaged Students in the Chicago Public Schools. Parameters for expenditures of supplemental funds have been set by the Office of Equal Educational Opportunity (OEEO) in accordance with broad State of Illinois guidelines.

Equal Educational Opportunity

OEEO also manages the distribution of funds allocated for implementation of various components of Chicago's Student Desegregation Plan. In the area of student assignment, OEEO funds support all Options for Knowledge programs, including Voluntary Transfers, all desegregation-related student transportation, and a team of school community representatives who assist in recruitment and general coordination of Options programs.

Educational components of the Plan supported by OEEO include: (1) school-based initiatives which focus on improving the quality and equity of the educational program in schools remaining racially identifiable through the Effective Schools Project and other means; (2) school or district-based, and systemwide, staff development, (3) a network of district-based specialists who assist school and district staff in implementing desegregation programs, and (4) staff and programs in other units throughout the Board. All OEEO funds must be used for programs specifically related to provisions of the Desegregation Plan, not for regular, ongoing school programs or staff. Expenditure of all such funds is monitored by both the federal government and the Federal District Court. Principals should consult the Office of Equal Educational Opportunity for specific program guidelines.

32

Special Education

Special education pupils are entitled by law to the same per capita funding that all children receive. In order to provide them with a free, appropriate public education, additional local, state, and federal funds allotted to schools for particular special education pupils are to be spent on those pupils. Special education personnel are expected to devote all of their time assisting and instructing special education children, and materials purchased for special education are to be used for that purpose. Within these parameters, the principal, in consultation with the professional staff, should use discretionary funds to select the personnel and support services that best suit the program emphasis and special education needs of the local school. It is recommended that special education funds allocated for instructional purposes be encumbered as soon as they are released to the school.

An effective special education program will allow for ongoing staff supervision, principal/teacher conferences, and classroom observation to identify potential special education children. Any questions regarding program implementation or operation should be directed to the Bureau of Special Education.

Bilingual Education

The multifaceted program for limited English proficient students may include any or all of the following components in a school or site: transitional, developmental, English as a Second Language (ESL) instruction, native language intruction in content areas, and other multilingual components.

A school may receive funds or personnel for LEP students from several sources. Allotments are made on the basis of specific needs of schools and specific populations, using the participant analysis count to

33

determine the number of eligible LEP students. ECIA Chapter 1 schools may choose to spend some of their allotments on compensatory education programs with bilingual components. Desegregation funds are used to provide bilingual services in schools with low achievement records, and ESEA Title VII funds supplement the instructional program by providing teacher aides or other types of reinforcement to the regular program according to the design of the proposals that are funded. Depending on their funding source, these programs will be visited by state or local evaluation teams. For further information on programs for LEP students, principals may consult the Department of Multilingual Education.

SUMMARY AND CHECKLIST OF SUPPLEMENTARY FUNDING SOURCES

Funding Source	Needs Assessment Required	Proposal Required	Target Students	Programs	Check funds available to your school (✓)	$
Office of Equal Educational Opportunity	Yes	Yes	Varies depending upon specific program	Consistent with local school goals and the objectives of the Student Desegregation Plan for Chicago	____	____
State Title I	Yes, at initial funding	Yes, at initial funding	Low income	Compensatory education	____	____
ECIA Chapter 1 (Dept. of Government Funded Pgs.)	Yes	Yes	Educationally disadvantaged children living in eligible school attendance area	Supplemental in nature as well as being supportive of systemwide objectives	____	____
ECIA Chapter 2 (Dept. of Government Funded Pgs.)	Depending on program	Depending on program	Varies depending upon specific program	Designed to meet the identified local priority needs following systemwide patterns, for example, programs for the gifted/talented	____	____
Incentive Program	Yes	Yes	Discretion of school	Locally developed, to benefit students directly		
High School Renaissance	No	No	Students in school with identified need	Emphasis on reading and mathematics skills, job placement, and in-school suspension	____	____
Special Education	No	No	Identified eligible handicapped students	Designed to meet the needs of children with specific handicaps	____	____
Bilingual Education	No	No	Eligible limited English proficient (LEP) students	Multifaceted: transitional, developmental, ESL instruction, native language instruction in content areas, other components	____	____
ESEA Title VII	Yes	Yes	Eligible LEP students who may be low achievers.	Varies according to funded proposals: supplemental instructional services, staff development, demonstration projects, and parental involvement programs	____	____
Other _____	____	____	_____	_____	____	____

35

36

SAMPLE ACTION PLANS

The sample action plans on the following pages illustrate ways of developing instructional objectives at the school level. Examples are given for both elementary and high schools.

School objective for elementary school reading

The median score for pupils at every grade level in reading as measured by last year's standardized achievement tests shall show a year's gain on this year's reading achievement tests.

KEY EVENTS	PERSON OR POSITION RESPONSIBLE	TARGET DATE	COMPLETED	COMMENTS
1. Identify pupils below, at, or above grade level in reading.	Counselor/ IRIP teacher	June 1984		
2. Organize school to reflect grade placement of pupils according to achievement.	Principal	June 1984		
3. Select appropriate teaching materials.	Principal/text-book committee	Spring 1984		
4. Begin selection and development of program to serve pupils' needs. (ECIA, State Title I, Gifted, EEO, Bilingual, Special Education, etc.)	Principal/ parents/teacher committees	Spring 1984		
5. Determine goals and objectives for reading (schoolwide).	Entire staff	September 1984		
6. Distribute appropriate teaching materials.	Principal/ IRIP teacher	September 1984		
7. Implement Mastery Learning Reading program.	IRIP teacher/ entire staff	September 1984		
8. Coordinate basal reading with CMLR.	Classroom teacher	September 1984		

Sample Action Plan for Elementary School Reading (continued)

KEY EVENTS	PERSON OR POSITION RESPONSIBLE	TARGET DATE	COMPLETED	COMMENTS
9. Provide for staff development to improve teaching skills and strategies.	Principal/ teacher committees	Ongoing		
10. Review pupil progress to insure proper pacing of instruction.	Principal/ IRIP teacher	Ongoing		
11. Develop a total reading program covering listening, reading, speaking, and writing.	Principal	September 1984		
12. Analyze essential data for feedback to check on mastery of material.	IRIP teacher/ principal	Monthly		
13. Provide for remediating and regrouping pupils according to need.	Classroom teacher/prin.	November 1984 February 1985		
14. Explain reading program, goals, and grade requirements to parents.	Principal	October 1984		
15. Recognize and reward pupils for reading achievement.	Principal	February 1985 June 1985		

This page is an example of the description of plans for elementary school event #7, "Implement Mastery Learning Reading program," from the sample Action Plan.

INSTRUCTION

Describe plans for reading instruction at the school site. Indicate kinds of classes planned, grouping patterns, and special features. These plans should expand upon the Key Events section.

	Review Procedures	Review Date
7. Implement Mastery Learning Reading program.		
a. Has the teacher assigned a CMLR level for each student?	a. Principal checks that each student has an assigned CMLR level.	9-7-84
b. Has the teacher-coordinator obtained and distributed CMLR materials to each classroom?	b. Principal checks that CMLR materials were distributed.	9-10-84
c. Have new teachers been inserviced on procedures to be used for pacing and reporting of progress?	c. Principal schedules staff development time for reviewing CMLR procedures.	9-10-84
d. Do the students show an understanding of the requirements for mastery of materials and promotion?	d. Principal and teachers review progress during each marking period.	Ongoing
e. Have the parents been informed of the CMLR goals and requirements for promotion?	e. Counselor and classroom teachers randomly sample parents.	12-1-84
f. Have periodic sessions with teachers been held to discuss the use of mastery learning student progress?	f. Principal or designee holds individual teacher conferences.	Ongoing

SAMPLE ACTION PLAN FOR HIGH SCHOOL

School objective for high school reading

Increase the median score for sophomores, juniors, and seniors on the standardized achievement tests in reading and mathematics.

KEY EVENTS	PERSON OR POSITION RESPONSIBLE	TARGET DATE	COMPLETED	COMMENTS
1. Identify students below, at, or above grade level in English.	Counselors/English teachers	June 1984		
2. Organize school to reflect grade placement of students according to achievement.	Principal	June 1984		
3. Select appropriate teaching materials.	Principal/textbook committee	Spring 1984		
4. Begin selection and development of program to serve students' identified needs.	Principal/parents/teacher committees	Spring 1984		
5. Determine goals and objectives for English curriculum (schoolwide).	Entire staff	September 1984		
6. Distribute appropriate teaching materials.	Principal/English teachers	September 1984		
7. Implement English classes.	English teachers	September 1984		
8. Structure English program to be reflective of the goals of career education.	Principal/English teachers	September 1984		

Sample Action Plan for High School Reading (continued)

	KEY EVENTS	PERSON OR POSITION RESPONSIBLE	TARGET DATE	COMPLETED	COMMENTS
9.	Provide for staff development to improve teaching skills and strategies.	Principal/ teacher	Quarterly		
10.	Analyze student failure rate.	Principal/English teacher	Ongoing		
11.	Develop a comprehensive and progressive English program covering listening, reading, speaking, writing, grammar, and literature.	English teacher	September 1984		
12.	Provide for regrouping students according to needs.	English teacher	November 1984 February 1985		
13.	Explain English program, goals, and grade requirements to parents.	Principal	October 1984		
14.	Recognize and reward students for successful accomplishments in the area of English.	Principal	February 1985 June 1985		

46

45

This page is an example of the description of plans for high school event #2, "Organize school to reflect grade placement of students according to achievement."

INSTRUCTION

Describe plans for remedial English instruction at the school site. Indicate kinds of classes planned, grouping patterns, and special features. These plans should expand upon the Key Events section.	Review Procedures	Review Date
2. Organize school to reflect grade placement of students according to achievement.		
a. Has the teacher performed a diagnostic assessment for each student?	a. English chairperson checks that each student has a diagnostic assessment on file.	10-1-84
b. Has the teacher identified and written an appropriate long-range plan of instruction?	b. Principal checks that each teacher has a plan of instruction on file.	10-10-84
c. Has the teacher-coordinator obtained and distributed materials to the laboratory?	c. Principal checks that materials were distributed.	9-10-84
d. Does the teacher maintain an adequate supply of supportive materials?	d. Principal checks that appropriate supplementary materials are on file.	
e. Have new teachers been inserviced on procedures to be used for the pacing of instruction and reporting of progress?	e. Principal schedules staff development time for reviewing program procedures.	9-10-84
f. Do the students show an understanding of the program requirements?	f. Principal and teachers verify students' understanding of reading laboratory procedures.	11-1-84

INSTRUCTION

Describe plans for remedial English instruction at the school site. Indicate kinds of classes planned, grouping patterns, and special features. These plans should expand upon the Key Events section.

	Review Procedures	Review Date
g. Have the parents been informed of the program goals and objectives?	g. Counselor and classroom teachers randomly sample parents.	12-1-84
h. Have periodic sessions with teachers been held to discuss the progress of students in reading laboratory?	h. Principal or designee holds individual teacher conferences.	Ongoing
i. Has the teacher tried to incorporate future career goals into the importance of acquiring reading skills?	i. Counselors meet with and verify the importance of skill development to their career goals.	5-5-84

GETTING ACTION PLANNING UNDERWAY

Reminder of steps to program implementation

Have you...

_____ Assessed all available resources for the program?

_____ Matched personnel to various programs?

_____ Selected students for each program?

_____ Informed parents?

_____ Prepared the schedule of classes?

_____ Supplied teachers with the materials they need?

_____ Trained the staff?

_____ Assigned a coordinator to each program?

_____ Prepared needed guidelines and bulletins?

_____ Designated the classroom space to be used for each program?

_____ Decided upon the procedures for ongoing supervision of each program?

_____ Informed the staff about the review procedures and the schedule that will be followed to carry them out?

51

Definitions

(From the Management Accountability Plan)

The goal statement, set by the Board of Education and General Superintendent, states the end toward which the planning effort is directed. It provides a general focus for channelling the resources of the school system.

The objectives specify more precisely the accomplishments sought. The General Superintendent and staff translate the goals into systemwide objectives. These objectives then become the basis for the preparation of action plans and evaluating performance.

The action plan outlines the necessary steps in the attainment of the objectives. Prepared by all administrators, it includes a chronologically organized statement of key event, time frame, responsibility, and outcomes.

52

SUGGESTED TIMELINE FOR SCHOOL PLANNING

Month	Activity
June 1984	Locate past Action Plans, other documents Select participants for Academy Appoint whole-school planning committee Review needs assessment Examine current programs and available resources
July	Make initial decisions for coming school year Identify staffing needs Assign staff and classrooms
August	Attend 2-day Academy for Effective Schools Review record of last year (achievement, attendance, etc.)
September	Meet with school planning committee Report on Academy Complete plan for 1984-85 school year and submit to district superintendent Establish timelines
October	Implement plans Inform parents Meet with subcommittees: subject areas, attendance, discipline, etc.
November	Conduct initial review of plan Revise as needed
- - - - - -	
January 1985	
February	Review plans with district superintendent Revise objectives, plan as needed
March	
April	Review through third quarter Plan for final effort
May	
June	Use this year's accomplishments as guide to plan for next year